



NSSE 2024

Engagement Indicators

University of Houston-Clear Lake

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	--	▼
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	▲	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

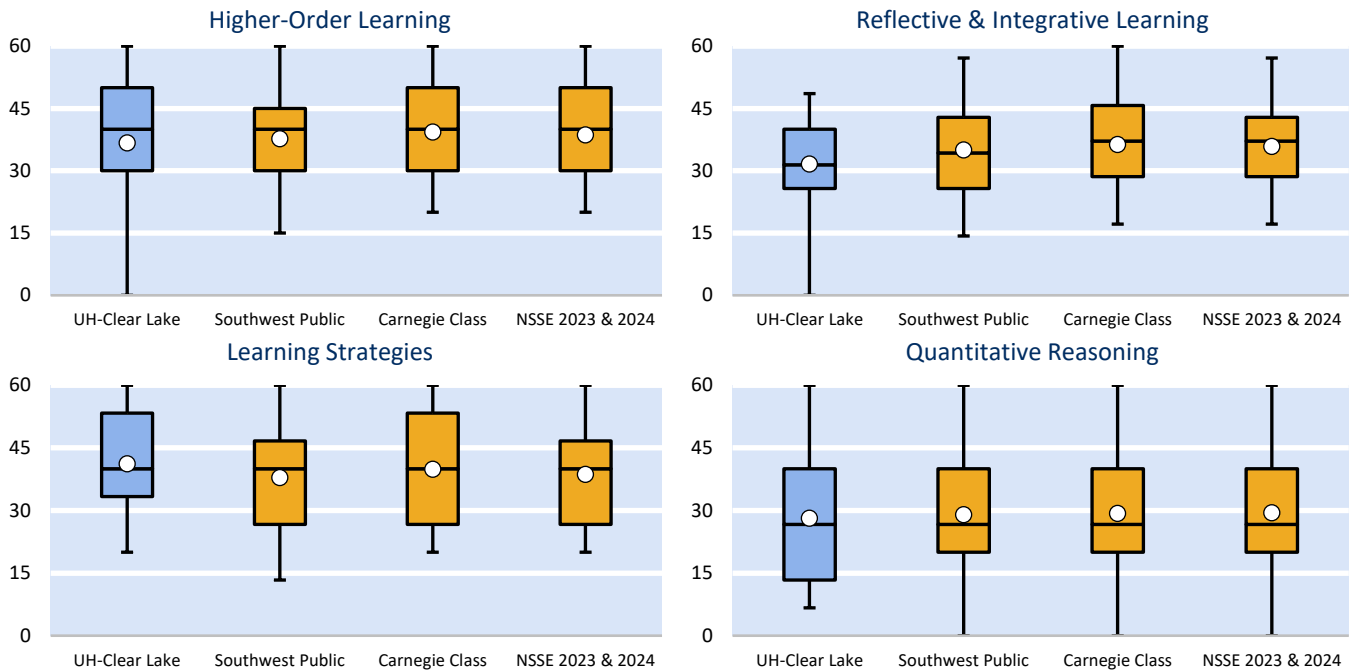
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	36.7	37.7	-.07	39.3	-.19	38.6	-.14
Reflective & Integrative Learning	31.6	35.0	-.27	36.3	-.38	35.8	-.35
Learning Strategies	41.2	37.9	.23	39.9	.09	38.6	.19
Quantitative Reasoning	28.2	29.0	-.05	29.3	-.07	29.5	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	61	-6	-9	-10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+7	+4	+4
4d. Evaluating a point of view, decision, or information source	77	+9	+4	+7
4e. Forming a new idea or understanding from various pieces of information	75	+5	+2	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60	+8	+8	+6
2b. Connected your learning to societal problems or issues	58	+9	+5	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+12	+7	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6	-9	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	59	-11	-13	-11
2f. Learned something that changed the way you understand an issue or concept	63	-4	-7	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	65	-12	-14	-14
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	+17	+11	+14
9b. Reviewed your notes after class	70	+4	+2	+4
9c. Summarized what you learned in class or from course materials	68	+4	-1	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-4	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-1	-2	-2
6c. Evaluated what others have concluded from numerical information	43	+1	-0	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

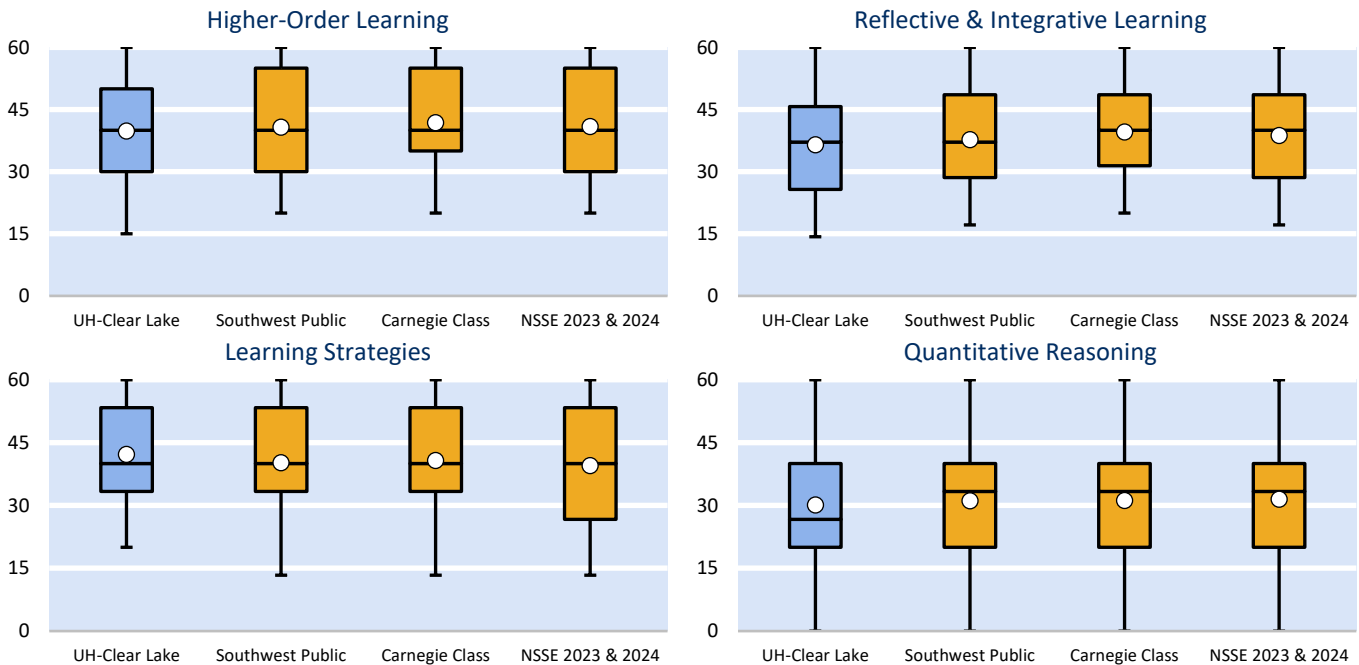
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	39.8	40.8	-.06	41.8 *	-.14	40.9	-.08
Reflective & Integrative Learning	36.5	37.7	-.10	39.6 ***	-.24	38.7 **	-.18
Learning Strategies	42.1	40.2	.13	40.7	.10	39.5 **	.18
Quantitative Reasoning	30.1	31.1	-.06	31.2	-.06	31.4	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-3	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-6	-8	-6
4d. Evaluating a point of view, decision, or information source	69	-2	-7	-3
4e. Forming a new idea or understanding from various pieces of information	74	-0	-3	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-1	-2	-4
2b. Connected your learning to societal problems or issues	54	-5	-10	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-6	-16	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-1	-7	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-1	-5	-2
2f. Learned something that changed the way you understand an issue or concept	68	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-5	-7	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2	-0	+2
9b. Reviewed your notes after class	76	+7	+8	+11
9c. Summarized what you learned in class or from course materials	71	+2	-0	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-4	-5	-5
6c. Evaluated what others have concluded from numerical information	46	-1	-1	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

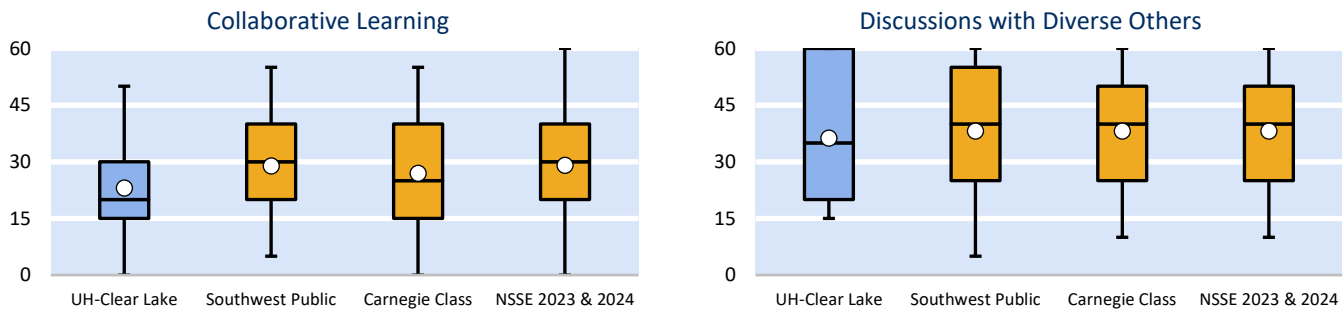
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.0	28.8 *	-.39	26.9	-.24	29.1 *	-.39
Discussions with Diverse Others	36.2	38.1	-.11	38.1	-.12	38.1	-.12

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Engagement Indicator	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Collaborative Learning</i>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	36	-8	-3	-8
1c. Explained course material to one or more students	36	-10	-8	-12
1d. Prepared for exams by discussing or working through course material with other students	37	-3	-1	-4
1e. Worked with other students on course projects or assignments	48	-3	+1	-3
<i>Discussions with Diverse Others</i>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	57	-12	-13	-12
8b. People from economic backgrounds other than your own	62	-8	-8	-8
8c. People with religious beliefs other than your own	56	-9	-7	-9
8d. People with political views other than your own	45	-15	-15	-13

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Learning with Peers: Seniors

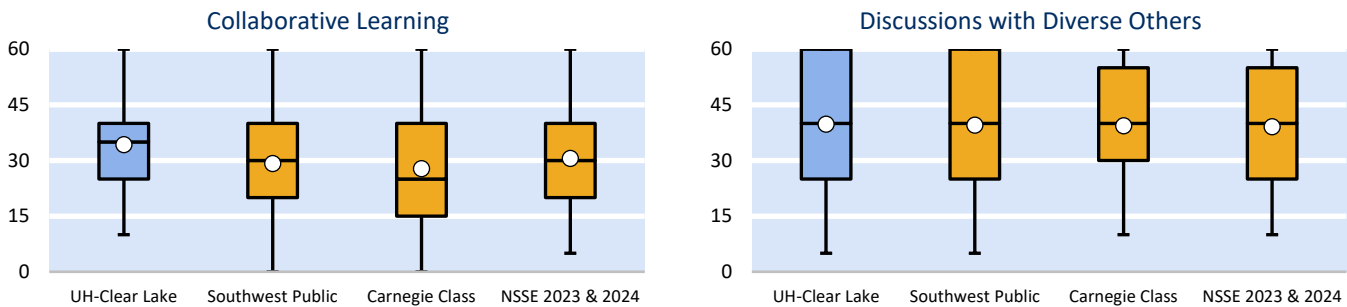
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	29.2 ***	.31	27.8 ***	.38	30.6 ***	.23
Discussions with Diverse Others	39.8	39.6	.01	39.4	.02	39.1	.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Collaborative Learning	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	51	+12	+16	+10
1c. Explained course material to one or more students	60	+12	+14	+8
1d. Prepared for exams by discussing or working through course material with other students	46	+8	+9	+5
1e. Worked with other students on course projects or assignments	64	+7	+9	+3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	77	+5	+5	+6
8b. People from economic backgrounds other than your own	71	-1	-2	-1
8c. People with religious beliefs other than your own	67	-0	+3	+1
8d. People with political views other than your own	61	-1	-2	+1

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Experiences with Faculty: First-year students

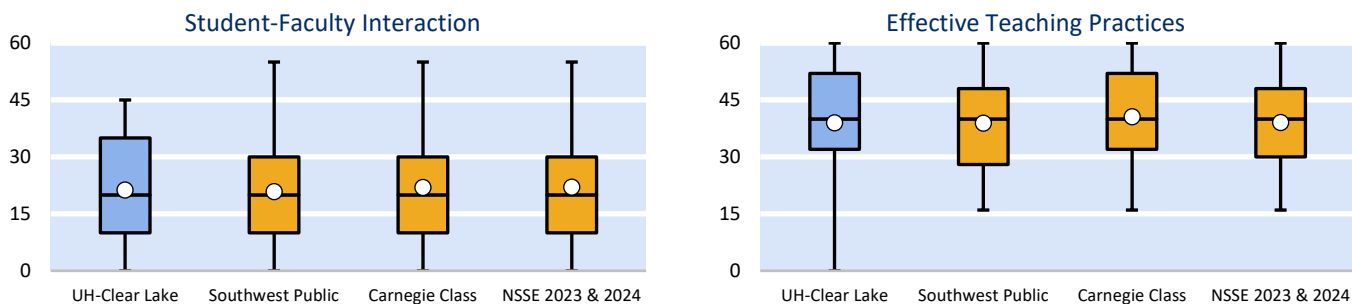
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.3	20.9	.03	21.9	-.04	22.0	-.05
Effective Teaching Practices	38.9	38.9	.00	40.6	-.12	39.0	-.01

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Student-Faculty Interaction	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	32	-5	-7	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+8	+8	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+7	+5	+5
3d. Discussed your academic performance with a faculty member	43	+15	+11	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+2	+1	+2
5b. Taught course sessions in an organized way	75	+0	-1	+1
5c. Used examples or illustrations to explain difficult points	70	-3	-5	-4
5d. Provided feedback on a draft or work in progress	74	+10	+5	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+5	-1	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Experiences with Faculty: Seniors

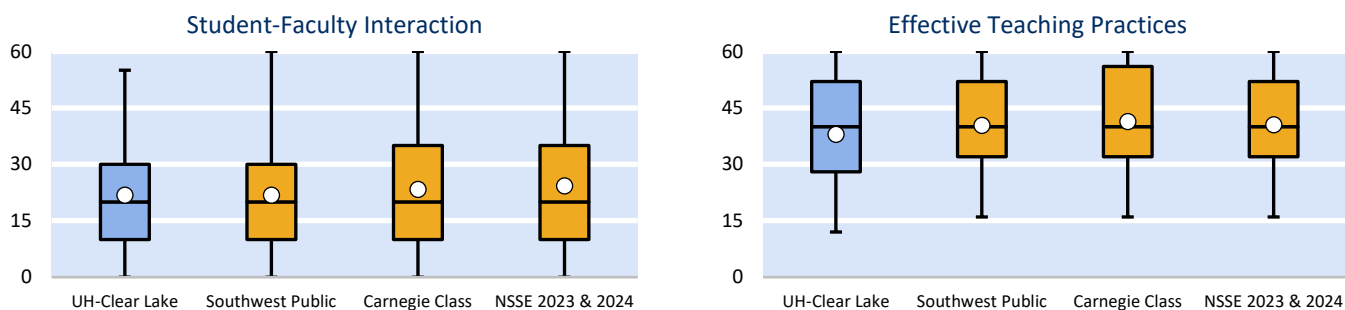
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Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
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		Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	21.8	21.7	.00	23.3	-.09	24.2 *	-.15
Effective Teaching Practices	37.9	40.3 *	-.17	41.3 ***	-.23	40.4 *	-.18

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Student-Faculty Interaction	UH-Clear Lake %	Percentage point difference ^a between your seniors and			
		Southwest Public	Carnegie Class	NSSE 2023 & 2024	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	42	+4	-1	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-5	-6	-8	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+3	+1	-1	
3d. Discussed your academic performance with a faculty member	27	-2	-6	-6	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	77	-4	-4	-4	
5b. Taught course sessions in an organized way	70	-7	-8	-7	
5c. Used examples or illustrations to explain difficult points	71	-6	-5	-6	
5d. Provided feedback on a draft or work in progress	62	-1	-6	-3	
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-9	-15	-12	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

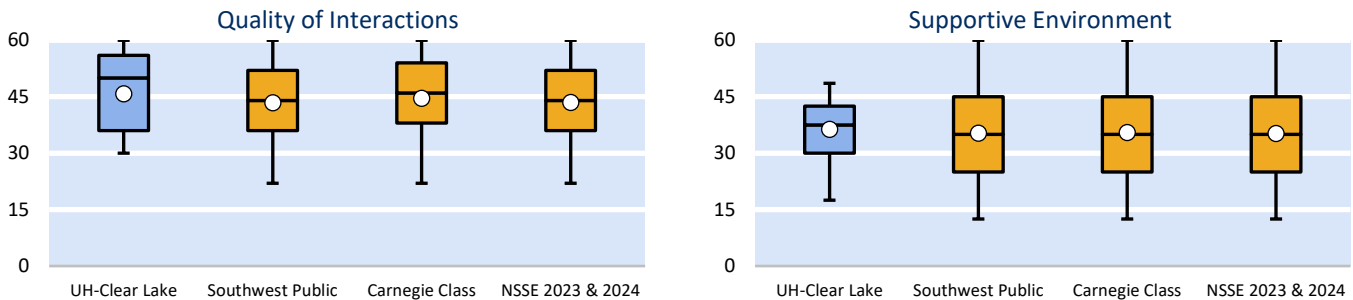
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	43.4	.20	44.6	.10	43.5	.19
Supportive Environment	36.4	35.3	.08	35.5	.06	35.2	.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	+1	-2	+1
13b. Academic advisors	67	+13	+8	+11
13c. Faculty	54	+1	-5	-1
13d. Student services staff (career services, student activities, housing, etc.)	50	+0	-2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+12	+6	+12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	79	+7	+5	+6
14c. Using learning support services (tutoring services, writing center, etc.)	81	+7	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+7	+6	+7
14e. Providing opportunities to be involved socially	85	+16	+14	+15
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	85	+19	+18	+18
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	64	+21	+21	+23
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-17	-13	-15
14i. Attending events that address important social, economic, or political issues	35	-9	-10	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

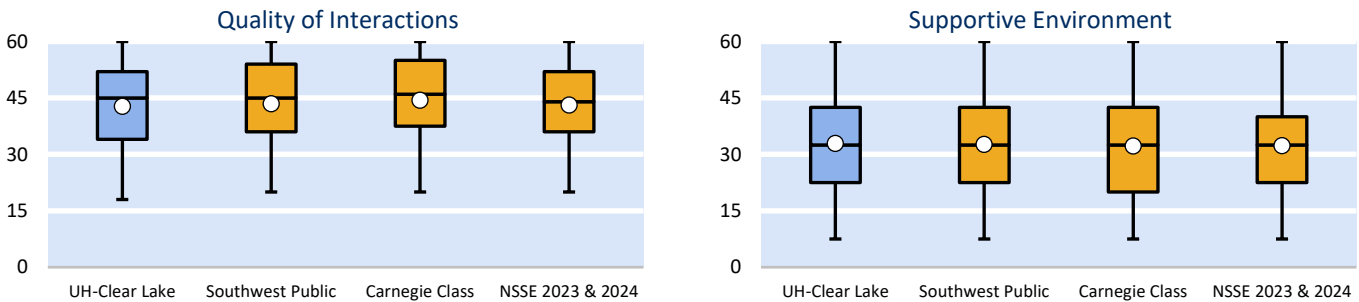
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	43.5	-.05	44.5	-.13	43.1	-.02
Supportive Environment	32.9	32.7	.02	32.3	.04	32.4	.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UH-Clear Lake	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+2	+0	+4
13b. Academic advisors	46	-7	-12	-7
13c. Faculty	49	-10	-14	-10
13d. Student services staff (career services, student activities, housing, etc.)	55	+8	+5	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-4	-7	-2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+1	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	66	-0	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-6	-4	-4
14e. Providing opportunities to be involved socially	65	+1	+2	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+6	+8	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+4	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-3	+1	-3
14i. Attending events that address important social, economic, or political issues	42	+4	+4	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UH-Clear Lake Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.7	39.8	-.24		42.4 *	-.45	
	Reflective and Integrative Learning	31.6	37.3 *	-.47		39.9 ***	-.71	
	Learning Strategies	41.2	40.2	.07	✓	43.1	-.13	
	Quantitative Reasoning	28.2	30.8	-.17		33.3	-.33	
Learning with Peers	Collaborative Learning	23.0	33.4 ***	-.74		36.7 ***	-1.00	
	Discussions with Diverse Others	36.2	40.7	-.30		44.2 **	-.58	
Experiences with Faculty	Student-Faculty Interaction	21.3	25.4	-.27		29.9 **	-.56	
	Effective Teaching Practices	38.9	40.8	-.14		43.6	-.33	
Campus Environment	Quality of Interactions	45.8	45.7	.01	✓	48.7	-.24	
	Supportive Environment	36.4	37.1	-.06	✓	40.4	-.32	

Seniors

Theme	Engagement Indicator	UH-Clear Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	42.4 **	-.19		44.9 ***	-.39	
	Reflective and Integrative Learning	36.5	40.6 ***	-.33		43.2 ***	-.56	
	Learning Strategies	42.1	41.2	.07	✓	44.1 *	-.14	
	Quantitative Reasoning	30.1	32.8 *	-.17		36.2 ***	-.38	
Learning with Peers	Collaborative Learning	34.3	34.7	-.03	✓	38.0 ***	-.27	
	Discussions with Diverse Others	39.8	41.4	-.10		44.1 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	21.8	29.9 ***	-.50		34.9 ***	-.82	
	Effective Teaching Practices	37.9	42.5 ***	-.33		45.2 ***	-.55	
Campus Environment	Quality of Interactions	42.8	45.4 **	-.22		48.1 ***	-.43	
	Supportive Environment	32.9	34.7	-.12		38.0 ***	-.36	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UH-Clear Lake (N = 27)	36.7	15.2	2.91	0	30	40	50	60				
Southwest Public	37.7	13.6	.15	15	30	40	45	60	8,021	-1.0	.696	-.075
Carnegie Class	39.3	13.7	.15	20	30	40	50	60	8,466	-2.6	.322	-.190
NSSE 2023 & 2024	38.6	13.4	.05	20	30	40	50	60	78,275	-1.9	.457	-.142
Top 50%	39.8	13.2	.06	20	30	40	50	60	51,227	-3.1	.218	-.236
Top 10%	42.4	12.5	.16	20	35	40	55	60	5,916	-5.7	.018	-.452
Reflective & Integrative Learning												
UH-Clear Lake (N = 27)	31.6	13.1	2.52	0	26	31	40	49				
Southwest Public	35.0	12.4	.13	14	26	34	43	57	8,810	-3.4	.160	-.271
Carnegie Class	36.3	12.5	.13	17	29	37	46	60	9,413	-4.7	.051	-.376
NSSE 2023 & 2024	35.8	12.2	.04	17	29	37	43	57	86,174	-4.2	.073	-.346
Top 50%	37.3	12.0	.06	17	29	37	46	60	46,095	-5.7	.014	-.472
Top 10%	39.9	11.7	.16	20	31	40	49	60	5,422	-8.3	.000	-.708
Learning Strategies												
UH-Clear Lake (N = 22)	41.2	12.5	2.67	20	33	40	53	60				
Southwest Public	37.9	14.2	.17	13	27	40	47	60	7,303	3.3	.278	.233
Carnegie Class	39.9	14.2	.16	20	27	40	53	60	7,729	1.3	.665	.093
NSSE 2023 & 2024	38.6	13.9	.05	20	27	40	47	60	71,392	2.6	.387	.185
Top 50%	40.2	13.9	.07	20	33	40	53	60	41,427	1.0	.730	.074
Top 10%	43.1	14.5	.15	20	33	40	60	60	9,312	-1.9	.533	-.134
Quantitative Reasoning												
UH-Clear Lake (N = 23)	28.2	17.3	3.64	7	13	27	40	60				
Southwest Public	29.0	15.8	.18	0	20	27	40	60	7,490	-8	.806	-.052
Carnegie Class	29.3	16.3	.18	0	20	27	40	60	7,885	-1.1	.740	-.070
NSSE 2023 & 2024	29.5	15.7	.06	0	20	27	40	60	73,001	-1.3	.700	-.081
Top 50%	30.8	15.5	.07	7	20	33	40	60	48,984	-2.7	.415	-.171
Top 10%	33.3	15.4	.16	7	20	33	40	60	9,262	-5.1	.117	-.331
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 29)	23.0	14.6	2.70	0	15	20	30	50				
Southwest Public	28.8	14.8	.15	5	20	30	40	55	9,680	-5.8	.033	-.394
Carnegie Class	26.9	16.0	.16	0	15	25	40	55	10,438	-3.9	.186	-.245
NSSE 2023 & 2024	29.1	15.3	.05	0	20	30	40	60	94,561	-6.0	.034	-.393
Top 50%	33.4	13.9	.06	10	25	35	40	60	56,210	-10.4	.000	-.744
Top 10%	36.7	13.7	.13	15	25	35	45	60	10,518	-13.7	.000	-.996
Discussions with Diverse Others												
UH-Clear Lake (N = 23)	36.2	17.8	3.75	15	20	35	60	60				
Southwest Public	38.1	16.7	.19	5	25	40	55	60	7,414	-1.9	.589	-.114
Carnegie Class	38.1	16.5	.19	10	25	40	50	60	7,790	-1.9	.579	-.117
NSSE 2023 & 2024	38.1	16.1	.06	10	25	40	50	60	72,071	-1.9	.576	-.118
Top 50%	40.7	14.9	.07	20	30	40	55	60	46,135	-4.5	.153	-.301
Top 10%	44.2	13.8	.20	20	35	45	60	60	4,922	-8.0	.006	-.580

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UH-Clear Lake (N = 29)	21.3	16.1	2.99	0	10	20	35	45				
Southwest Public	20.9	15.4	.17	0	10	20	30	55	8,402	.4	.892	.025
Carnegie Class	21.9	15.5	.17	0	10	20	30	55	8,878	-.7	.819	-.043
NSSE 2023 & 2024	22.0	15.3	.05	0	10	20	30	55	81,952	-.8	.787	-.050
Top 50%	25.4	15.3	.09	5	15	25	35	60	29,366	-4.1	.150	-.268
Top 10%	29.9	15.5	.26	5	20	30	40	60	3,611	-8.6	.003	-.555
Effective Teaching Practices												
UH-Clear Lake (N = 27)	38.9	14.9	2.84	0	32	40	52	60				
Southwest Public	38.9	13.6	.15	16	28	40	48	60	7,978	.1	.983	.004
Carnegie Class	40.6	14.0	.15	16	32	40	52	60	8,434	-1.7	.536	-.119
NSSE 2023 & 2024	39.0	13.4	.05	16	30	40	48	60	77,818	-.1	.965	-.008
Top 50%	40.8	13.5	.07	20	32	40	52	60	37,250	-1.8	.477	-.136
Top 10%	43.6	14.1	.17	20	36	44	56	60	6,836	-4.6	.087	-.328
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 20)	45.8	11.4	2.55	30	36	50	56	60				
Southwest Public	43.4	12.0	.15	22	36	44	52	60	6,669	2.4	.365	.204
Carnegie Class	44.6	12.2	.15	22	38	46	54	60	7,044	1.2	.669	.096
NSSE 2023 & 2024	43.5	11.7	.05	22	36	44	52	60	65,226	2.3	.387	.194
Top 50%	45.7	11.5	.07	24	40	48	54	60	27,804	.1	.967	.009
Top 10%	48.7	11.9	.16	24	42	52	60	60	5,368	-2.9	.280	-.243
Supportive Environment												
UH-Clear Lake (N = 23)	36.4	10.5	2.21	18	30	38	43	49				
Southwest Public	35.3	13.8	.17	13	25	35	45	60	6,998	1.1	.717	.076
Carnegie Class	35.5	14.1	.16	13	25	35	45	60	7,405	.8	.780	.059
NSSE 2023 & 2024	35.2	13.6	.05	13	25	35	45	60	68,760	1.1	.693	.083
Top 50%	37.1	13.0	.07	17	28	38	45	60	33,582	-.7	.790	-.056
Top 10%	40.4	12.6	.24	20	33	40	50	60	2,836	-4.1	.127	-.322

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UH-Clear Lake (N = 226)	39.8	15.1	1.01	15	30	40	50	60				
Southwest Public	40.8	14.2	.12	20	30	40	55	60	13,602	-.9	.333	-.065
Carnegie Class	41.8	13.9	.13	20	35	40	55	60	11,995	-2.0	.033	-.143
NSSE 2023 & 2024	40.9	13.8	.04	20	30	40	55	60	107,782	-1.1	.233	-.079
Top 50%	42.4	13.6	.06	20	35	40	55	60	45,646	-2.6	.004	-.191
Top 10%	44.9	12.8	.19	20	40	45	60	60	240	-5.1	.000	-.392
Reflective & Integrative Learning												
UH-Clear Lake (N = 237)	36.5	13.6	.88	14	26	37	46	60				
Southwest Public	37.7	13.1	.11	17	29	37	49	60	14,478	-1.3	.139	-.097
Carnegie Class	39.6	12.9	.11	20	31	40	49	60	12,870	-3.1	.000	-.240
NSSE 2023 & 2024	38.7	12.9	.04	17	29	40	49	60	115,231	-2.3	.007	-.176
Top 50%	40.6	12.4	.06	20	31	40	51	60	238	-4.1	.000	-.333
Top 10%	43.2	11.8	.18	23	34	43	54	60	255	-6.7	.000	-.563
Learning Strategies												
UH-Clear Lake (N = 214)	42.1	14.6	1.00	20	33	40	53	60				
Southwest Public	40.2	14.6	.13	13	33	40	53	60	12,816	1.9	.055	.132
Carnegie Class	40.7	14.8	.14	13	33	40	53	60	11,153	1.4	.159	.097
NSSE 2023 & 2024	39.5	14.6	.05	13	27	40	53	60	100,875	2.6	.009	.179
Top 50%	41.2	14.5	.06	20	33	40	53	60	55,265	1.0	.334	.066
Top 10%	44.1	14.2	.17	20	33	47	60	60	7,032	-2.0	.048	-.138
Quantitative Reasoning												
UH-Clear Lake (N = 218)	30.1	17.7	1.20	0	20	27	40	60				
Southwest Public	31.1	16.6	.15	0	20	33	40	60	13,014	-1.0	.374	-.061
Carnegie Class	31.2	17.0	.16	0	20	33	40	60	11,407	-1.1	.343	-.065
NSSE 2023 & 2024	31.4	16.7	.05	0	20	33	40	60	102,532	-1.4	.223	-.083
Top 50%	32.8	16.5	.07	7	20	33	40	60	59,821	-2.8	.013	-.168
Top 10%	36.2	16.2	.21	7	20	40	47	60	230	-6.1	.000	-.378
Learning with Peers												
Collaborative Learning												
UH-Clear Lake (N = 250)	34.3	14.9	.94	10	25	35	40	60				
Southwest Public	29.2	16.2	.13	0	20	30	40	60	259	5.0	.000	.311
Carnegie Class	27.8	16.7	.14	0	15	25	40	60	261	6.4	.000	.385
NSSE 2023 & 2024	30.6	16.0	.05	5	20	30	40	60	121,769	3.7	.000	.229
Top 50%	34.7	14.2	.06	10	25	35	45	60	55,181	-.5	.589	-.034
Top 10%	38.0	13.6	.16	15	30	40	50	60	7,287	-3.8	.000	-.275
Discussions with Diverse Others												
UH-Clear Lake (N = 216)	39.8	17.2	1.17	5	25	40	60	60				
Southwest Public	39.6	17.2	.15	5	25	40	60	60	12,891	.2	.860	.012
Carnegie Class	39.4	16.6	.16	10	30	40	55	60	11,249	.4	.726	.024
NSSE 2023 & 2024	39.1	16.4	.05	10	25	40	55	60	101,495	.7	.539	.042
Top 50%	41.4	15.6	.07	15	30	40	60	60	57,121	-1.6	.138	-.101
Top 10%	44.1	14.5	.18	20	35	45	60	60	225	-4.3	.000	-.295

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UH-Clear Lake (N = 229)	21.8	15.9	1.05	0	10	20	30	55				
Southwest Public	21.7	16.6	.14	0	10	20	30	60	14,006	.0	.987	.001
Carnegie Class	23.3	16.9	.15	0	10	20	35	60	12,425	-1.6	.163	-.093
NSSE 2023 & 2024	24.2	16.5	.05	0	10	20	35	60	111,205	-2.5	.025	-.149
Top 50%	29.9	16.3	.10	5	20	30	40	60	25,130	-8.2	.000	-.501
Top 10%	34.9	16.1	.31	10	20	35	45	60	2,846	-13.1	.000	-.818
Effective Teaching Practices												
UH-Clear Lake (N = 227)	37.9	15.3	1.01	12	28	40	52	60				
Southwest Public	40.3	14.4	.12	16	32	40	52	60	13,576	-2.4	.013	-.166
Carnegie Class	41.3	14.6	.13	16	32	40	56	60	11,974	-3.4	.001	-.233
NSSE 2023 & 2024	40.4	14.0	.04	16	32	40	52	60	227	-2.5	.014	-.179
Top 50%	42.5	13.8	.07	20	32	44	56	60	228	-4.5	.000	-.329
Top 10%	45.2	13.1	.19	20	36	48	60	60	242	-7.3	.000	-.554
Campus Environment												
Quality of Interactions												
UH-Clear Lake (N = 186)	42.8	12.9	.94	18	34	45	52	60				
Southwest Public	43.5	12.8	.12	20	36	45	54	60	11,443	-.6	.502	-.050
Carnegie Class	44.5	12.6	.13	20	38	46	55	60	10,009	-1.6	.079	-.130
NSSE 2023 & 2024	43.1	12.4	.04	20	36	44	52	60	91,606	-.3	.745	-.024
Top 50%	45.4	12.0	.06	22	38	48	55	60	40,215	-2.6	.003	-.215
Top 10%	48.1	12.3	.14	23	42	50	60	60	7,900	-5.3	.000	-.431
Supportive Environment												
UH-Clear Lake (N = 209)	32.9	15.7	1.09	8	23	33	43	60				
Southwest Public	32.7	14.8	.13	8	23	33	43	60	12,489	.2	.810	.017
Carnegie Class	32.3	15.1	.15	8	20	33	43	60	10,815	.7	.533	.044
NSSE 2023 & 2024	32.4	14.4	.05	8	23	33	40	60	209	.6	.592	.041
Top 50%	34.7	14.2	.07	10	25	35	45	60	210	-1.7	.118	-.120
Top 10%	38.0	13.7	.22	15	28	40	48	60	225	-5.0	.000	-.363

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.